

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the review of related literature which based on relevant theories and previous research findings. It covers the definition of reading, reading stages, reading techniques, reading comprehension, students' reading problems, teaching technique, types of teaching technique, cloze procedure, types of cloze procedure, and using cloze procedure as a teaching reading.

#### **2.1 Definition of Reading**

There are different variations of reading definition by some experts. According to Cline, Johnstone, and King (2006, p.2), reading is the progress of decoding and understanding the written text. Decoding covers the translation of symbols in the writing system (e.g. braille, ancient symbols, etc.) into their spoken words. Smith (2004, p.27) explains reading as an active cognitive process that interacting with the print letter to build up the meaning. Another word, it is a direct connection between print letter and meaning. Klingner, Jannete, Vaughn, and Boardman (2007, p. 104) also adds reading is an activity that aim to get information, to increase the reader's knowledge, problem-solver, and sometimes to critique the writer's idea. In conclusion, reading is the act of converting a written symbol into a meaning that can increase the reader's knowledge.

#### **2.2 Reading stages**

In learning reading, the students have to go through a gradual process of reading development in order to be regarded as a proficient reader. According to

Department of Education (2008, p.10), reading development can be broken down into three major stages, there are pre-reading, fluency and vocabulary, and comprehension.

### **2.2.1 Pre-reading**

The first stage is pre-reading. Before children develop the ability to read, they learn by imitating the stimulation that given by the parent. The stimulation is a recognition between printed and spoken words. The example of activities that children do at this stage are listen and respond to stories, interpret the pictures, know some letters and point at them whenever they see signs and labels.

### **2.2.2 Fluency and Vocabulary**

The second stage is fluency and vocabulary, in this stage the students may read text easily, accurately and quickly. When reading out loud, the students with successful fluency read expressively and naturally as they automatically divide the text into meaningful, distinct, related phrases. The vocabulary is one of the supporting tools for improving fluency. The more vocabulary students have, the more skillful they are in understanding the text and its make easier to integrate words. For example, they can recognize some common words, use punctuation mark, read texts with large prints and picture, read aloud, and combines words into phrases.

### **2.2.3 Comprehension**

The third stage is comprehension, the students can recognize words well, they can integrate text to build meaning, they absorb information in text and store it in their long-term memory. Additionally, when understanding the text, the

students need to actively process what they read with several reading skills such as fluency, necessary vocabulary and activate background knowledge in accordance with the text.

### **2.3 Reading techniques**

Reading has a variety of technique in order to make it easier to read and understand the text. There are four reading techniques that commonly use in learning reading and it will describe by some experts. It consists of skimming, scanning, summarizing, and critical reading.

#### **2.3.1 Skimming**

Skimming is the eyes move quickly throughout the text to find its essence. It aims to predict the purpose of the writer, predict the main topic, or the message, and perhaps some ideas that can be as a reference. Skimming also useful for getting the main idea of a paragraph, pages, or articles and some details (Brown, 2000, p. 308).

#### **2.3.2 Scanning**

Scanning is a quickly searching for some specific piece of information in a text. In scanning exercises, it may ask the students to look for the important clues like names, dates, number, or certain vocabulary and to find a definition of a key concept in the text. The point of scanning is to extract specific information without reading the whole text (Brown, 2000, p. 308).

#### **2.3.3 Summarizing**

Summarizing is reading the whole text to identify which ideas are important and unimportant. It also combines the ideas to create a new text with a simpler

sentence but essentially the same as the original text. The purpose of summarizing is to help the students shorten written information and present its substance in their own words. Information is being summarized in order to make it easier to understand (Instruction, 2002, p. 109).

#### **2.3.4 Critical reading**

Critical reading is the process of reading that covers identifying reading strengths, weaknesses and flaws. It aims to assess the strength of the evidence and the argument. It also used to conclude a study or an article and present very strong evidence with a well-reasoned (Allen, 2004).

#### **2.4 Reading Comprehension**

Reading cannot be separated with comprehension. When the reader read a text, they need to comprehend what the writer's ideas. There are some experts that have shared their own definition of reading comprehension. Reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader-related, text-related, and situational factors (De Corte, Verschaffel, & Van de Ven, 2001). Reading comprehension is a vital life skill. It is the complex outcome of the process of constructing meaning from print. Successful comprehension requires the students to coordinate many complex skills and to actively participate in their own learning (Graham & Bellert, 2009). In essence, reading comprehension is not only to recognize or spelling the text but it requires understanding the meaning of the text that can be conveyed.

## **2.5 Students' Reading Problems**

In learning reading the students may face the reading problem that causes by difficulties of several aspects, such as difficult to activate background knowledge, difficult to decoding and word recognition, vocabulary, and fluency (Graham & Bellert, 2009, p.71).

### **2.5.1 Difficult to Activate Background Knowledge**

Background knowledge formed from experiences, read books, and the influence of the environment. However, some students have difficulties in using their background knowledge. It is caused by various factors, one of them is the reading topic that given by the teachers beyond the thoughts of students or the students never known the topic before so that the students feel difficult to understand the meaning in the text.

### **2.5.2 Difficult to Decoding and Word Recognition**

It means to recognize and analyze a printed word then connect it to the spoken word. Difficulties in decoding and word recognition often occur when they take so long to sound out a word that they no longer comprehend what the text they read, or they may give up trying to sound out words simply guessing what a word could be based on its first letters.

### **2.5.3 Vocabulary**

It often occurs when students encounter unfamiliar word or text with unique word. It is a new thing for them, and the students only focus on searching for the meaning of the word for a long time so it makes the students unable to understand the text quickly.

#### **2.5.4 Fluency**

It is related to read the text in accuracy and speed. Slow reading makes the students difficult to retain the information in working memory. They think long enough to be able to process a sentence and they only focus on letters and words rather than the concept of the text and how the letters and words are connected together.

#### **2.6 Teaching Technique**

There are several definitions of teaching techniques according to some experts. Technique is tool or media used by teachers to direct student's activities toward the learning objective. Teaching technique is the process of illustrating the way, steps, or approach by the teacher to achieve the learning objective (Hamid, 2009, p.3). The technique is a certain activity applied in class that suitable with method and approach that has been determined. Another words, the teaching technique is the way the teacher conveying an instructional material that have been prepared according to the method that have been determined and based on the approach adopted. In conclusion, the learning technique is a way done by the teacher in the implementation of teaching and learning activities to achieve learning objective. The use of teaching technique depends on the teacher's ability to innovate in order to make the teaching process more active.

#### **2.7 Types of Teaching Technique**

The teaching technique is determine based on the methods used. There are many kind of teaching method and its teaching techniques. Here, three types of

teaching method and its teaching technique which commonly use in teaching reading such as suggestopedia method, silent way method, and the phonic method.

### **2.7.1 Suggestopedia method**

Rodriguez (2011), suggestopedia is a method associated with concentration and relaxation in order to understand the material given by the teacher. Lezanov (2005) the purpose of this method is to help the students to relax, enjoy, and move into a positive frame of mind so that they do not feel under pressure to study in the classroom. The teaching techniques that include in the suggestopedia method are active concert, passive concert, role-play, positive suggestion, peripheral learning, visualization, and choose a new identity.

### **2.7.2 Silent way method**

In this method, students are encouraged to study independently or in the learning process starting from themselves by mobilizing the inner resources of students such as their perception, awareness, cognition imagination, intuition, and creativity (Larsen-freeman, 2000, p. 64). The purpose of this method is to encourage students to express themselves. However, the students still need teacher's help to build their independence. Then teachers should give them to help what they really need to promote their learning. The teaching techniques that include in this method are cloze procedure, rods, word chart, peer correction, teacher's silence, and Fidel charts (Larsen-freeman, 2000, p.65).

### **2.7.3 The phonics method**

It refers to associating letters or letter groups with the sound they represent. Another words, they learn to say words by combining sounds and integrating them

into words so that the students learn to recognize new words and unfamiliar words (Registered, Street, & Daniels, 2006). The purpose of this method is to improve the learning skills of spelling words or learning to read, especially for kindergartners, first graders, and older struggling readers. Teaching techniques that can be used include the missing sound, cross-cross phonics, letters on the board, pen and eraser, phonics bingo (Matthew-wilson, 2008).

## **2.8 Cloze Procedure**

Cloze procedure is one of the teaching techniques in the silent way method. As has been known that silent way method aims to encourage students to learn independently. Students are able to express their thought, perception, and feelings. Here, the teacher only acts as a facilitator that provides exercise to ensure their facility with the language (Freeman, Feeney & Moravcik, 2010). Another words, the teacher only gives what is really needed for the students. The notion of the cloze procedure itself is the deletions of words in every n<sup>th</sup> word (usually between fifth word or tenth word) and it is the task for the student to fill in the blank (Harmer, 2002, p. 323).

Cloze procedure has several advantages and disadvantages in its application. Firstly, the advantages of cloze procedure. The cloze procedure can be used to teach reading because it can develop students' reading comprehension. By using cloze procedure, the students are not only read the text as usual but also, they have to produce, searching, or matching words that suitable with the context in order to complement the missing words (Raymond, 2004, p.91). This activity forces the students to think actively. Another word, the students are required to explore



more their ideas according to the clues that available along the lines of the sentence (Ahluwalia, 2009, p.185). Therefore, it provides practice in guessing the meaning of the context.

Secondly, the disadvantages of cloze procedure occur when the instruction of this technique given is not clear. According to Bastidas cited in Jongsma (2015, p.16), he concludes that cloze procedure is not really teaching, it is lack of specific purpose for it uses, weak experimental design, and the measurement problem. In addition, Cloze is not always the sole treatment, but other approaches are also included in the experimental group, and the internal validity is questionable because of the presence of extraneous variables which are not carefully controlled (Bastidas, 2015, p.17). Because of these weaknesses, the research with comparative studies showed that cloze is neither better nor worse than other common methods of reading instruction.

## **2.9 Types of cloze procedure**

Cloze procedure is classified into two types standard cloze and modified cloze (Chae & Shin, 2015, p.3). Darwesh (2010) adds three sub-types in modified cloze such as multiple-choice test, c-test, and cloze elide.

### **2.9.1 Standard cloze**

Standard cloze test also called as the original deletion-method, it uses mechanically deletion in every  $n^{\text{th}}$  word (fifth word – tenth word) or selectively deletion. For example:

Malin and his mother \_\_\_\_ great expectation, one-day \_\_\_\_ father came home with \_\_\_\_ lot of money that \_\_\_\_ be able to buy \_\_\_\_ necessities. After a month and \_\_\_\_ Malin's father had not \_\_\_\_ and finally, Malin Kundang \_\_\_\_ his mother lost their \_\_\_\_.

### **2.9.2 Modified cloze**

This type of test is a modified version. It contains the random deletion of words for a particular purpose such as to measure grammar, reading comprehension, and vocabulary. For example:

No parent wants their child to grow up using bad language – this much is true of nearly every parent, and a least every good one. Therefore, it \_\_\_\_ reasonable enough to \_\_\_\_ children reading books that are full of bad language. The same thing \_\_\_\_ for violence, drugs, and a whole lot of other things.

#### **2.9.2.1 Multiple-choice cloze**

This form provides an answer option in the form of multiple-choice. After a long marriage, Malin and his wife (1) \_\_\_\_ sail with a large and (2) \_\_\_\_ ship with the many (3) \_\_\_\_ and bodyguards. Malin's (4) \_\_\_\_ every day waiting for him, looking very beautiful boat, and went to the harbor.

- |                 |              |           |            |
|-----------------|--------------|-----------|------------|
| (1) a. put      | b. bring     | c. set    | d. eat     |
| (2) a. tiny     | b. beautiful | c. strong | d. holy    |
| (3) a. waitress | b. people    | c. chef   | d. crew    |
| (4) a. mother   | b. father    | c. uncle  | d. brother |

### **2.9.2.2 C-Test Cloze**

Contain blanks where the second half of a word is deleted. The first or last sentence is kept intact. For example: Fire, water, wind, and oil are important sources of energy. They pro - - - - electricity, co - - food, a - - run t - - machines wh - - - manufacture wh - - people ne - -. Because t - - world's popu - - - - is incre - - - -, and bec - - - - industry a - - technology a - - growing, addit - - - - supplies of energy sou - - - -, such as oil a - - gas, a - - hard to ger a - - expensive, how - - - - (Sattarpour & Ajideh, 2014, p.110).

### **2.9.2.3 Elide Cloze**

The participants are required to cross out incorrect and profuse words in the passage of the test, it has other names such as 'text retrieval', 'mutilated text', and 'negative cloze' (Alderson, 2000, p. 225). For example, there are 44 extra words in the text. Each line has one extra word. The students are going to find, and then circle or underline them (Sattarpour & Ajideh, 2014, p.112).

## **2.10 Using Cloze procedure as the teaching reading**

The use of cloze procedures should be carefully prepared, designed coherently, and carefully selecting the texts so that the teaching technique can be effective in evolving reading strategies and reading comprehension.

### **2.10.1 Preparation**

Cloze exercise requires careful preparation. In selecting a text for the cloze procedure, the teacher should carefully consider two issues. Firstly, the text should be worth reading and should contain material of value to the students (Ereke & Okonkwo, 2016, p.183). Secondly, the text should be suitable in terms of language

difficulty (Lombard, 2009, p.88). If it is beyond the independent reading level of the students before deletions are made, using it as a cloze exercise can only lead to frustration because the teacher is taking a text that is already too difficult for students and compounding this difficulty by making it into a cloze exercise.

The teacher determines what type of words to be deleted. The structure word that consists of prepositions, articles, auxiliaries, or content word that consist of nouns, adjectives, verbs or even both (Winkler, 2007, p.84). Besides, the deletion words must do gradually and rationally (Raymond, 2004, p.94). The deletion phase should begin from every five words for deletion, then to the deletion for every tenth word and so on. Teachers can change rational deletion into random deletion after a certain time has passed. In essence, the teacher then sorts out the cloze procedure by moving from a relatively simple to more difficult kind.

In addition, choosing word deletion method. There are two types of cloze methods such as standard cloze and modified cloze. Here, the teacher is free to determine which cloze method is suitable for student's need for learning reading comprehension.

### **2.10.2 Application**

In its application the teacher freely modifies the forms of learning activities in the classroom, for example, teachers can provide brainstorming at the beginning of the learning process associated with cloze material. Then, in the whilst activities, the teacher distributes one blank copy of cloze passage to each student. The Teacher announces the instructions that students should fill in the one word that seems most appropriate for each blank. Prior to filling in the blanks, the teacher directs the

students to read the entire text silently to activate their background knowledge and then once the text is full. The teacher asks the students representative to read the text aloud in front of the class and express the conclusions of the text, it aims to build student's self-confidence and find out how far students understand the text (DuBay, 2004, p.27).

